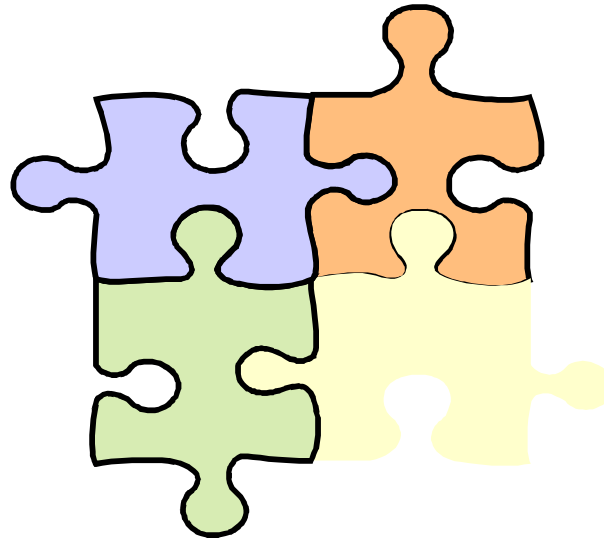# Field Review of
# Proposed Single Subject Subject-Matter
# Program Standards
# In English

**Survey**
**August 2002**

## Introduction

Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in English.

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:
Draft Standard 1: Program Philosophy
Draft Standard 2: Technology
Draft Standard 3: Diversity and Equity
Draft Standard 4: Coordination
Draft Standard 5: Advisement and Support
Draft Standard 6: Assessment of Subject Matter Competence
Draft Standard 7: Program Review and Evaluation
Draft Standard 8: Literacy
Draft Standard 9: Early Field Experiences
Draft Standard 10: Varied Teaching Strategies

The Draft Standards Common for Programs in English are:
Draft Standard 11: Required Subjects of Study
Draft Standard 12: Extended Studies
Draft Standard 13: Literature and Textual Analysis

Draft Standard 14: Language, Linguistics and Literacy
Draft Standard 15: Composition and Rhetoric
Draft Standard 16: Communications: Speech, Media, and Creative Performance

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

**General Directions**

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. Finally you will be asked whether this draft set of subject area program standards considered as a whole address all the elements necessary for a program to prepare effective teachers of English.

Please answer the survey questions based on your own experiences.

## Background Information

| **1**. Are you currently working in a K-12 or an IHE organization?<br>Yes O    GO to Question 2<br>No O    STOP! You do not have to answer any more questions. Please discard this survey. | **2**.Are you currently, or have your recently (last 3-5 years) been working with the area of English?<br>Yes O    GO to Question 3<br>No O    STOP! You do not have to answer any more questions. Please discard this survey. | **3**. Are you familiar with the K-12 student academic content standards in English?<br>Yes O    GO to Question 4<br>No O    **STOP! You do not have to answer any more questions. Please discard this survey.** |
|---|---|---|
| 4. Name: | 5. Position: | 6: May we contact you for further information?<br>Telephone: (_ _)-_ _ _-_ _ _ _<br>Fax: (_ _)-_ _ _-_ _ _ _<br>Email: _____ |

## Draft Standards Common to All

| | |
|---|---|
| Standard 1: | Program Philosophy and Purpose |
| Standard 2: | Technology |
| Standard 3: | Diversity and Equity |
| Standard 4: | Coordination |
| Standard 5: | Advisement and Support |
| Standard 6: | Assessment of Subject Matter Competence |
| Standard 7: | Program Review and Evaluation |
| Standard 8: | Literacy |
| Standard 9: | Early Field Experiences |
| Standard 10: | Varied Teaching Strategies |

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## Standards Common to All

| Draft Standard 1: Program Philosophy and Purpose | 1.0 How important are these program characteristics in preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes reflective of the Standards for Single Subject Teaching Credential Programs.  The program provides the course work and field experiences necessary to teach the specified subject to all students in California's diverse public school population.  The subject matter preparation for prospective teachers is academically rigorous and intellectually stimulating. The institution assigns high priority to and appropriately supports the program as an essential part of its mission.  The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools.* The program is designed to establish a strong foundation in subject matter knowledge and understanding that provides a basis for continued development during the teachers' professional career. | O | O | O | O |

| Draft Standard 1: Program Philosophy and Purpose | Essential | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools. | O | O | O | O |
| 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools. | O | O | O | O |
| 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core information in the specified subject discipline(s) that underlies the 6-12 curriculum. | O | O | O | O |
| 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies. | O | O | O | O |
| 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned. | O | O | O | O |
| 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and, the changing needs of public schools in California. | O | O | O | O |

1.7  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*
O Yes        O  No
If YES, what would you add?

## Standards Common to All

| Draft Standard 2: Technology | 2.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of the each prospective teacher's program of study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program. | O | O | O | O |
| 2.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program. | O | O | O | O |
| 2.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation. | O | O | O | O |
| 2.3 In the program, prospective teachers use current and emerging technologies relevant to their discipline to enhance their subject matter knowledge and understanding. | O | O | O | O |

2.4 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O Yes    O No

If YES, which would you add?

**Standards Common to All**

| Standard 3: Diversity and Equity | 3.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline. | O | O | O | O |
| 3.1 The institution recruits and provides information and advise to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter program. | O | O | O | O |
| 3.2 In the subject matter program, prospective teachers examine principles of educational equity and diversity and their implementation in the curriculum and instructional practices in California public schools. | O | O | O | O |
| 3.3 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all background. | O | O | O | O |
| 3.4 The subject matter program incorporates a wide variety of pedagogies and opportunities that take into account cognition and the different ways that students learn. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory. | O | O | O | O |

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| Standard 3:  Diversity and Equity | Essential | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 3.5 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools. | O | O | O | O |
| 3.6.  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*<br>O Yes      O  No<br>If YES, what would you add? | | | | |

## Standards Common to All

| | 4.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 4:  Coordination** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Subject Matter Preparation Program.  The program sponsor allocates resources to support effective coordination and implementation of the the program.  The coordinator(s) will ensure ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty. | O | O | O | O |
| 4.1 A program coordinator will be designated from within the academic program faculty. | O | O | O | O |
| 4.2 The program coordinator will ensure that opportunities are provided for collaboration by faculty, students, and appropriate public school personnel in the design, development of and revisions to the program and communicate program goals to the campus community, other academic partners, school districts and the public. | O | O | O | O |
| 4.3 Sufficient time and resources are allocated for faculty coordination and staff support for all aspects of the program. | O | O | O | O |
| 4.4 The program provides opportunities for collaboration on curriculum development among program faculty . | O | O | O | O |
| 4.5 University and program faculty will cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers anticipating transfers to a baccalaureate degree-granting institution. | O | O | O | O |

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## Standards Common to All

4.6  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes        O  No

If YES, what would you add?

## Standards Common to All

| Draft Standard 5: Advisement and Support | 5.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers.  This system will comprehensively address the distinct needs and interests of: <br>• Resident prospective students <br>• Early deciders entering blended programs <br>• Underrepresented groups among present teachers <br>• Prospective teachers who transfer to the institution <br>• Prospective teachers in career transition | O | O | O | O |
| 5.1  The institution will develop and implement processes to identify prospective Single Subject teachers and advise them about all program requirements, and career options. | O | O | O | O |
| 5.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes. | O | O | O | O |
| 5.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions including community colleges through effective outreach and advising and the articulation of courses and requirements.  The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the State-adopted *Academic Content Standards for K-12 Students in California Public Schools*. | O | O | O | O |
| 5.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements. | | | | |

## Standards Common to All

5.5  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes          O  No

If YES, what would you add?

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## Standards Common to All

| Draft Standard 6:  Assessment of Subject Matter Competence | 6.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The program uses formative and summative multiple measures to assess the subject matter competence of each candidate.  The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program. | O | O | O | O |
| 6.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution. | O | O | O | O |
| 6.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains. | O | O | O | O |
| 6.3 End-of-program summative assessment includes a defined process for evaluating performance, an appeal process, and specific opportunities for candidates to repeat portions of the assessment as needed. | O | O | O | O |
| 6.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program. | O | O | O | O |
| 6.5 The program staff regularly evaluates the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements. | O | O | O | O |
| 6.6  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)* <br> O  Yes        O  No <br> If YES, what would you add? | | | | |

## Standards Common to All

| Draft Standard 7:  Program Review and Evaluation | 7.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program.  The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public school personnel involved in beginning teacher preparation and induction.  Periodic reviews shall be conducted at intervals not exceeding 3 years. | O | O | O | O |
| 7.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers. | O | O | O | O |
| 7.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges. | O | O | O | O |
| 7.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement.  Participants in the review include faculty members, current students, recent graduates, faculty in pedagogical preparation programs that graduates enter, employers of credentialed teacher graduates, and appropriate community college and public school personnel.  All these stakeholders will have subsequent opportunities to examine review findings and contribute to program development decisions. | O | O | O | O |
| 7.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California. | O | O | O | O |

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## Standards Common to All

7.5  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes        O  No

If YES, what would you add?

California Commission on Teacher Credentialing

## Standards Common to All

| | 8.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 8: Literacy** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| The program of subject matter preparation for prospective Single-Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter. | O | O | O | O |
| 8.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline. | O | O | O | O |
| 8.2 The program prepares prospective teachers to be subject matter literate and able to use the research conventions of the disciplines of the subject matter. | O | O | O | O |
| 8.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter. | O | O | O | O |
| 8.4 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)* <br> O Yes     O No <br> If YES, what would you add? | | | | |

California Commission on Teacher Credentialing

## Standards Common to All

| Draft Standard 9: Early Field Experiences | 9.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| Prospective Single Subject teachers have planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences should be linked to program coursework and should give a breadth of experiences across grade levels and with diverse populations. The early field experience program should be planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution will cooperate with school districts in selecting schools and classrooms for introductory classroom experiences and document each prospective teachers' observations and experiences. | O | O | O | O |
| 9.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program. | O | O | O | O |
| 9.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program. Early field experiences encompass a variety of settings, grade levels and student populations. | O | O | O | O |
| 9.3 Early field experiences encompass a variety of settings, grade levels and students populations. | O | O | O | O |
| 9.4 Prospective teachers should have opportunities to reflect on and analyze their early field experiences in relation to course content. This reflection and analysis is documented using instructional methods such as completion of carefully designed field experience journals, portfolios of required field experience components, discussions in the subject matter course. | O | O | O | O |

| Draft Standard 9:  Early Field Experiences | Essential | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 9.5 Each prospective teacher is primarily responsible for documenting early field experiences.  Documentation is reviewed as part of the subject matter requirements. | O | O | O | O |
| 9.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*<br>O  Yes        O  No<br>If YES, what would you add? | | | | |

California Commission on Teacher Credentialing

## Standards Common to All

| Draft Standard 10:  Varied Teaching Strategies | 10.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms. Prospective teachers experience a variety of assessments as an integral part of instruction, reflect on themselves as learners, and examine ways in which subject matter content is conceived and organized for instruction and learning.  Faculty development programs enable college and university subject matter faculty to explore and use varied teaching practices. | O | O | O | O |
| 10.1 Prospective teachers experience in their coursework a variety of assessments, including wide use of selected response, constructed response, oral assessment,  and performance-based assessment practices. | O | O | O | O |
| 10.2 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials, and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline. | O | O | O | O |
| 10.3 Program faculty employ a variety of interactive engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction, and student-centered discussions. | O | O | O | O |
| 10.4 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices. | O | O | O | O |
| 10.5 Program coursework and fieldwork provide prospective teachers opportunities to reflect on different learning styles and cognitive development theories and their implications for mastery of subject content. | O | O | O | O |

California Commission on Teacher Credentialing

| Draft Standard 10: Varied Teaching Strategies | Essential | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 10.6 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge. | O | O | O | O |
| 10.7 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline. | O | O | O | O |
| 10.8  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*<br>O  Yes        O  No<br>If YES, what would you add? | | | | |

## Draft Single Subject Program Standards for English

Standard 11: Required Subjects of Study
Standard 12: Extended Studies
Standard 13: Literature and Textual Analysis
Standard 14: Language, Linguistics and Literacy
Standard 15: Composition and Rhetoric
Standard 16: Communications: Speech, Media and
Creative Performance

## Single Subject Program Standards for English

| | 11.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 11: Required Subject of Study** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| The program is based on the content areas outlined in the Reading/Language Arts Framework for California Public Schools 1999. The program core includes literature and textual analysis; language, linguistics and literacy; composition and rhetoric; as well as speech, media, and creative performance. The program addresses the content specifications for the English credential as presented in the English Subject Matter Requirements, which are aligned with the Reading/Language Arts Framework for California Public Schools 1999. | O | O | O | O |
| 11.1 The core program provides broad foundational studies in the four English domains as detailed in Standards 13 through 16 literature and textual analysis; language, linguistics and literacy; composition and rhetoric; and communications; speech, media, and creative performance. | O | O | O | O |
| 11.2 The core program includes focused, in-depth study in one or more domains to provide rigorous, scholarly work in the recognized disciplines of English Language Arts. | O | O | O | O |
| 11.3 The core program introduces English candidates to current and emerging issues in literacy, language acquisition and multicultural studies. | O | O | O | O |

California Commission on Teacher Credentialing

| Draft Standard 11:  Required Subject of Study | Essential | Important | Somewhat Important | Not Important |
|---|---|---|---|---|
| 11.4   The core program expands the study of canonical literature to include such texts as multicultural literature, non-literary readings, workplace communications, and visual and technologically mediated texts. | O | O | O | O |
| 11.5 The core program includes study of research conducted and presented in multiple genres and media reflective of current technology and usage. | O | O | O | O |
| 11.6 Throughout the program, literary works and other forms of human communication are considered in their historical and political contexts. | O | O | O | O |

11.7  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes        O  No

If YES, which would you add?

## Single Subject Program Standards for English

| | 12.0 How important are these program characteristics for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 12:  Extended Studies** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| The program includes coursework to supplement the program core and further prepare prospective teachers in the range of subjects included in the state-adopted Reading/Language Arts Framework for California public schools (1999).  Prospective teachers build upon foundational knowledge acquired in the program core by further work within or across content domains.  The program's design for extended studies provides prospective teachers with options, including both specialized and comprehension preparation based on coherent patterns of coursework. | O | O | O | O |
| 12.1 The program offers extended studies that ensure that prospective teachers deepen their knowledge within or across content domains. | O | O | O | O |
| 12.2 Extended study is offered in each of the following patterns with, multiple options under each one:<br>    A.  A combination of related content areas across one or more of the four domains: a. literature and textual analysis; b. language, linguistics and literacy; c. composition and rhetoric, communications; d. speech, media, and creative performance;<br>    B.  Concentration in one domain;<br>    C.  Concentration in any content area within a domain (e.g., speech, multicultural literature, theater). | O | O | O | O |
| 12.3  The program provides advising for prospective teachers to select or develop a coherent pattern of extended study based on a well-defined goal: i.e. to meet requirements of the major; to complement or supplement studies in the program core; to pursue special professional interests, e.g. drama, journalism, and media. | O | O | O | O |

## Single Subject Program Standards for English

12.4  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes          O  No

If YES, which would you add?

California Commission on Teacher Credentialing

# Single Subject Program Standards for English

| Draft Standard 13: Literature and Textual Analysis | 13.0 How important are these program elements for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| | Essential | Important | Somewhat Important | Not Important |
| Prospective teachers of English learners are prepared to recognize the power and importance of literature as it reflects the most eloquent statements about the human condition. Prospective teachers of English develop an appreciation for our diverse literacy heritage as an expression of our poly-cultural society and understand the ways that language can be used to articulate moral and ethical values, delight the spirit, or express the creative impulses of human thought.  The program curriculum includes traditional and emerging definitions of literature, types and periods of literature, and textual analysis. | O | O | O | O |
| Prospective teachers in the program will: | | | | |
| 13.1 Read, Study, and analyze a wide range of works of literature from diverse cultures and from a variety of literary traditions and movements. | O | O | O | O |
| 13.2  Know and analyze a variety of literary elements, their forms and uses. | O | O | O | O |
| 13.3 Analyze literary and non-literary texts and understand their structure, content and interpretations. | O | O | O | O |
| 13.4  Consider and articulate the ways in which literature can engage readers and cause them to reflect on their own experiences and the human condition. | O | O | O | O |
| 13.5  Reflect on the ways literature can inspire personal and social growth and change. | O | O | O | O |
| 13.6  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)* <br> O  Yes          O  No <br> If YES, which would you add? | | | | |

| | 14.0 How important are these program elements for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 14: Language, Linguistics and Literacy** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| The program requires prospective teachers of English to develop an understanding of language structures, language acquisition, linguistic diversity, and the development of literacy. Prospective teachers know, understand and appreciate the varieties of spoken and written English, and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool. | O | O | O | O |
| Prospective teachers in the program will: | | | | |
| 14.1 Know the conventions, forms and functions of Standard English grammar and sentence construction. | O | O | O | O |
| 14.2 Recognize the universality of linguistic structures while acknowledging variation arising from differences of time, place and community. | O | O | O | O |
| 14.3 Learn basic principles of morphology, phonology, syntax, semantics, and pragmatics. | O | O | O | O |
| 14.4 Explain cognitive, affective and socio-cultural as well as first language influences on language acquisition and development, and the role of these influences in developing academic literacy. | O | O | O | O |
| 14.5 Examine and explain strategies for constructing meaning within the processes of reading and writing. | O | O | O | O |
| 14.6  Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective English teachers? *(Please fill in Yes or No)*<br>O  Yes        O  No<br>If YES, which would you add? | | | | |

California Commission on Teacher Credentialing

# Single Subject Program Standards for English

| | 15.0 How important are these program elements for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 15: Composition and Rhetoric** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| In the program prospective teachers learn and apply a variety of composing processes.  Prospective teachers of English analyze and compose texts representing a variety of discourse types and demonstrate the ability to use research strategies, text production technologies, and presentation methods appropriately in a range of rhetorical contexts. | O | O | O | O |
| Prospective teachers in the program will: | | | | |
| 15.1 Read and study the rhetorical features of literary and non-literary texts, both fiction and non-fiction. | O | O | O | O |
| 15.2 Analyze rhetorical and structural differences between oral and written language to explain relations between speaking and writing. Study and apply aspects of oral and written composing processes. | O | O | O | O |
| 15.3 Use and analyze grammatical elements of oral and written English for a variety of rhetorical effects. | O | O | O | O |
| 15.4 Consistently and accurately apply the conventions of oral and written English. | O | O | O | O |
| 15.5 Learn and apply advanced research strategies for academic work in English, including collection, integration, citation of data. | O | O | O | O |
| 15.6  Are there any critical characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective English teachers? *(Please fill in Yes or No)* <br> O  Yes        O  No <br> If YES, which would you add? | | | | |

California Commission on Teacher Credentialing

## Single Subject Program Standards for English

| | 16.0 How important are these program elements for preparing effective teachers of English? | | | |
|---|---|---|---|---|
| **Draft Standard 16: Communications: Speech, Media and Creative Performance** | **Essential** | **Important** | **Somewhat Important** | **Not Important** |
| In the program prospective teachers of English acquire the breadth of knowledge needed to integrate journalism, technological media, speech, dramatic performance, and creative writing into the language arts curriculum. Prospective teachers gain experience with oral and visual communication as expressed through media and performance as well as creative writing forms in order to understand how to use language effectively to communicate ideas and express themselves creatively. | O | O | O | O |
| Prospective teachers in the program will: | | | | |
| 16.1 Deliver and evaluate oral performance in a variety of forms, using appropriate performance skills. | O | O | O | O |
| 16.2 Demonstrate the ability to analyze and respond to components of communication discourse such as audience feedback, supportive listening, and stimulation of critical thinking through inquiry. | O | O | O | O |
| 16.3 Learn and apply understandings of strategies used by the media to impact society and evaluate their impact. | O | O | O | O |
| 16.4 Apply relevant processes and techniques specify the processes and techniques or give examples to make presentations in a variety of media forms. | O | O | O | O |
| 16.5 Participate in theatrical performances in a variety of forms, including but not limited to traditional playscripts, reader's theatre, and oral interpretation. | O | O | O | O |
| 16.6 Engage in production processes which apply standard theatrical techniques, including but not limited to, rehearsal strategies, principles of theatrical design and textual interpretation. | O | O | O | O |
| 16.7 Produce creative composition in a variety of genres using processes and techniques that aesthetically enhance the product. | O | O | O | O |

## Single Subject Program Standards for English

16.8  Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective English teachers? *(Please fill in Yes or No)*

O  Yes          O  No

If YES, which would you add?

### Overall Program Standards

Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective English teacher by answering the questions below.

If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective English teachers, write 100 in the space provided in Question a.  If you think the program standards cover **none** of the program elements that are necessary to prepare an effective English teacher, write 0 in the space provided.  If you think the program standards cover **some, but not all,** of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in English that *are covered* by these program standards.

| **a.** Taken **as a whole**, what percentage of the program elements needed to prepare effective English teachers is covered by **the full set** of program standards? | **b.** If less than 100% in Question a, please identify any critical program elements that are missing from the program standards. *(It is not necessary to repeat missing elements you mentioned in previous responses.)* |
|---|---|
| __ __ __ % | |